

National 4-H Youth Development Global Education Design Team Report and Plan

BACKGROUND

Though considerable international activity took place earlier - 1948 was the year of the thrust and the first International Four-H Youth Exchange (IFYE) program between the United States and eight European countries. The history of 4-H International is the involvement of young people and adults in cross-cultural experiences, technology transfer, project work, hosting and traveling to develop an appreciation of the cultures of countries around the world. 4-H International exchanges created interest in 4-H and 4-H type youth development programs resulting in the establishment of 4-H and other rural youth programs in more than 80 countries around the world.

Support for the intent of the 4-H Youth Development Global education program can be found in several Extension documents: 1984 and 1979 Extension Committee On Organization and Policy (ECOP) reports focused on 4-H International programs affirmed that "4-H youth need to experience cultures other than their own"; "Extension in the 80's states, "Increased international understanding on the part of youth" is an objective of 4-H; in 1989 the ECOP 4-H Sub-committee reaffirmed the 1985 4-H International Task Force report; the 1990 publication, USDA Global Change Strategic Plan concerned with environmental changes states the "...continuing and informal education programs are seen as a force for increasing understanding and changing behavior as needed; Going Global supports the expansion of the International programming beyond cultural awareness and into the area of development; and the 1998 Globalizing Agricultural Science and Education Programs for America document recommendations relate to human development, "creating cross-cultural competency, awareness and understanding."

CURRENT SITUATION

Cultural awareness and exchanges are no longer enough to meet the needs of an informed global citizenry. As interdependence in the world becomes more evident citizens need a better understanding of a wide range of social, economic and politically oriented global issues. We have moved past the cultural awareness stage to a new era of issues and analysis and concrete education on international concepts. The challenge is to help develop global citizens who can make the connections that help create a future world where everyone has enough to eat, is healthy with an expanded life expectancy, has a place to live and a job or means to enable them to have a comfortable life style. Along with this, renewed interest in 4-H youth development, democracy development provides the opportunity for further development and strengthening of youth development and 4-H type programs around the world, thus involving youth and staff in development.

The 4-H Youth Development Program as part of the Cooperative Extension System can and should provide leadership for non-formal youth education in the area of global education. It can assist young people and adults to:

- * broaden and enrich their lives through the exchange of ideas, philosophies, and technological practices;
- * develop positive cross-cultural skills that enhance mutual understanding and acceptance which contribute to world peace;
- * learn about other countries and cultures and develop an appreciation for the social, economic, political, and cultural contributions of all people; and,
- * understand and assume their international citizenship responsibilities in today's interdependent world.

This requires direction and management of the global education program in 4-H Youth Development including: technology transfer, exchange programs, development education programs, curriculum development and support for 4-H Youth Development programs in developing countries. It requires that salaried and volunteer staff understand and appreciate the role of global education in the lives of young people and that they are prepared to provide opportunities for young people to develop the skills, knowledge and attitudes for living in an interdependent world. For this purpose, a National 4-H Youth Development Design Team met in June of 1998.

CHARGE TO THE TEAM:

Define global education for the future.

Re-examine the mission statement.

Develop appropriate goals and objectives for 4-H Global Education.

Develop strategies and action plans making programmatic recommendations and setting direction for 4-H Youth Development Global Education policy

Report and Plan:

The 4-H Global Citizenship Education Program:

- is an essential and integral component of the 4-H Youth Development experience.
- provides tools for developing self and determining one's relationship to the world
- includes learning activities to acquire knowledge, form ideas and attitudes, and develop life skills
- is necessary to be caring, self-directed, productive citizens of a multi-cultural society.

Vision:

Every 4-H participant will have the opportunity to have a meaningful global learning experience.

Values/Beliefs:

4-H Youth Development Global Education

One World

One People

One Environment

One Future

One Concern for Safety and Justice

Global Education....Our Hope

Mission:

Provide coordinated experiential learning opportunities that assist participants to: develop self understanding in relation to others, the world and become global citizens who address global issues with open minds, advocates who take action and through development and use of inter-cultural skills, and apply these skills and knowledge in their daily lives.

STRATEGIES:

- I** ESTABLISH AND MAINTAIN A STRUCTURE FOR COORDINATING THE 4-H GLOBAL EDUCATION PROGRAM.
- II** Review and maintain a curriculum base that provides resources for Global Education experiential learning in the 4-H Youth development program nationally..
- III** Develop methods and processes for including under-represented People in 4-H Global Education programs.
- V** Review, evaluate and restructure exchange programs that meet the needs of youth and adults today, into the 21st Century and beyond.
- V** Establish and implement a plan for staff development in global education.
- VI** Establish and implement an effective marketing plan.
- VII** Develop and implement a plan for evaluation and impact studies of global education programs.
- VIII** Develop a plan for providing technical assistance in 4-H Youth Development Education